1: Childs M-5 (1924-1940) 1949 FP 13 Mbundu FP 13

hardship and the cruelty of the initiation camps have their parallel in the trading and slave-raiding expeditions of the past, but this is practically the only recognizable likeness. May it not be that initiation camps were adopted or revived to fill the lacuna that came about when trading expeditions ceased? As an 'educational institution' they do not seem to fit into the culture.

Whether with or without initiation rites, adolescence is largely preparation for marriage and full adult life. Traditionally, adolescence is not a time of conflict or of stress. Young people who as children had already assumed in considerable degree the responsibilities of life met the onset of puberty and made the transition to adult life without fuss or flourish. On the whole there was relatively small chance for conflict between the generations, since the place of each is recognized as mutually complementary. Nor was there competition between the sexes. This ordered and well-balanced society began to change with the rubber trade, and with the beginning of the present century changes have come rapidly. Contract and *corvée* labour have brought profound changes, especially for the young men. As for the girls, a few have gone to the towns; relatively few however, other than those who attend a boarding-school, lead a life essentially different from that which has been traditionally theirs. Conflict between the generations, adolescence as a period of stress, delinquence, hysteria, and other problems, some of them characteristic of our own culture, are beginning to appear among the young people of the mission schools. I feel that these manifestations are quite uncharacteristic of Umbundu culture.

As for adult life, there are no recognized divisions or separate periods. Adulthood comes with marriage and marriage is only recognized as fully complete with the birth of a child. The early years of marriage and family rearing are years of much hard work with less time for leisure or enjoyment than either before or after. It is not postponed, however, on that account. If the young man marries relatively late, it is largely because of the very considerable economic burdens involved. Singleness is coveted by no one. The Umbundu ideal is mature life when one may have acquired competence, but at any rate is assured of descendants and care in old age. There is not, however, any ceremonial status such as the fixing of the wax ring among the Thonga,[1] nor does the mature Ocimbundu cease to do manual labour. There may be some

[1] Junod, op. cit., 1927, vol. i, p. 129 f.

time to the village of the paramount chief. These periods spent away from home continue into adolescence. Not only relatives, but also friends, blood-brothers and *vakuacisoko* (see below) exchange children in this way.

Later childhood

No definite time marks the transition from early to later childhood, but there are marked differences between the two stages. As soon as the child is physically able, he begins to assume a definite role in the community. Soon after a child gets his permanent teeth, a notch in the form of an inverted V is chipped between the two upper front incisors. Formerly the beginning of the period was marked for the boy by his first trip with a trading caravan; today a boy of this age may begin to work in the fields with his father, or begin to learn a trade, or be sent to school. A girl starts to learn field-work and housework.

Professions

A boy is expected to learn the profession or *ocipinduko* in which his father or his mother's brother is expert, and after that, should he wish to learn some other side-line profession, he may apprentice himself. All children, both boys and girls, are expected to learn to cultivate, but that is not counted as a profession. The principal *ovipinduko* (professions) listed by Childs are: for girls, basket-making, pottery-making, medical practice and divination; for boys, mat-making, wood-working, rope-making, thatching, fishing, apiculture, hunting, smithing, and medical practice and divination. The last three, as has been mentioned above, are "sacred" and entered under special conditions.

"Later childhood, then, is the period of technical training during which it is expected that a large amount of economic responsibility will be assumed. A child begins to own property even before this, and from the beginning of childhood will be accounted legally responsible for his actions. It is recognised, however, that he should not be set tasks beyond the experience or ability of his age and that the full responsibility of adulthood will come only with marriage."(1)

The coming of European commerce, industry, and government has created new types of employment for boys and men, some of which cause a prolonged absence from the village and a loosening or severing of kinship ties. There are no estimates of the number of persons employed by Europeans, or the average length of their absence from home.

ADOLESCENCE(2)

Childs found that the onset of puberty was late among the Ovimbundu, coming between fourteen and sixteen years for girls and between fifteen and seventeen years for boys. Soon after puberty young people generally stop sleeping in the parents' house. The girls congregate in kitchens and each boy builds himself a house, in which he will live through adolescence

(1) Childs, op.cit., p.110.
(2) Based on Childs, op.cit., pp.58-9 and 111-18.

882 and young manhood, and to which he will bring his wife. In this house a kind of trial marriage (*uponji*) takes place. The young man will *oku tumisa* ("cause to send") a male friend to ask permission of a girl's mother and 582 also to bring her to his house each night. The girl is called *eponji*. (The custom may also be called *uvaisi*, the girl *ombaisi*.) A young man may first *tumisa* at about seventeen or eighteen years, if he has sufficient money or goods to make the "betrothal" payment (*itambelo* - "enticements" or *oku lupula ikuelume* - "chasing away jealousies"). The amount of the payment (which is made to the girl's parents) varies with locality, wealth and status, but is usually about one tenth of the amount of the marriage payment proper. The amounts of both payments are increasing rapidly.(1) [833] The nature of the intercourse is carefully circumscribed, and the girl is [585] warned by her mother not to let intromission take place. Proofs of virginity are required on the marriage morning, and there are severe sanctions against premarital pregnancy. Childs' informants stressed that the chief purpose of the custom is that the two young people should get to know each other as well as possible with marriage in view. Ennis however(2) states that *uvaisi* does not necessarily lead to marriage and may be entered upon without the intention of marriage; the girl may leave the man if she does not like him, and if the *uvaisi* is broken off both may marry other persons without any difficulties.

INITIATION(3)

881 Tribal initiation for boys (*oku lisevisa evamba*) and girls (*uso wakai*) 171 is carried on in camps or "schools" in the southern and south-eastern Umbundu chiefdoms, especially in Kalukembe, Kakonda, and Ngalangi. Sporadic instances of individual camps have also occurred recently in Viye, Bailundu, Sambu, Wambu, Cingolo and Cikuma. Even in regions where camps are regularly held, only the children of certain families enter. There appears to have been some passing on of the custom by heredity, and, in general, there is intermarriage only between families and individuals who adhere to the initiation rites. It is not known whether the rites have been taken over by the Ovimbundu from neighbouring peoples, or whether they represent a custom formerly widespread in Umbundu country. Initiation camps are not mentioned by the earlier writers.

Childs gives little information about what goes on in initiation camps, apart from pointing out that in making a definite break from the routine of life they contrast with other aspects of Umbundu education, and that "the hardship and cruelty of initiation camps have their parallel in the trading and slave-raiding expeditions of the past." His statement that "as an 'educational institution' [the initiation camps] do not seem to fit into the culture" is not very clear. From the few details given by Hambly(4) Umbundu camps appear to be identical with those of the tribes to the east, and here one of the most important aspects of the camps is their ritually-emphasised contrast with regular life.(5)

(1) Childs, personal communication.
(2) 1945.
(3) Childs, op.cit., pp.115-7.
(4) (2) 1934, pp.226f.
(5) See McCulloch, 1951, pp.85-91.